Scribing Protocol for the M-STEP, MI-ACCESS, and WIDA Assessments
Spring 2015

Scribing Protocol

This document outlines the required procedures a scribe must follow for the Michigan Student Test of Educational Progress (M-STEP), MI-Access, and WIDA assessments. A scribe is an adult who writes down what a student dictates via speech, American Sign Language, or an assistive communication device. The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content.

Scribes are allowable as a documented accommodation for English Language Arts (ELA) writing and MI-Access Functional Independence (FI) ELA Expressing Ideas, and as a designated support for mathematics and ELA non-writing items. For the WIDA assessments, this is also an allowable accommodation for the Reading, Writing, and Listening domains.

As you review this document you'll need to be aware of the meanings of the following terms:

> ***Item Types:***
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> > -***Selected Response:*** Selected response items present students with a question and several answer choices. These items may appear as traditional multiple-choice items. They may also appear as multiple-select items (choose more than one answer) or hot text items (choosing one or more embedded correct response).
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> > -***Short Text Response:*** These item types ask students to produce short language segments.
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> > -***Long Essay (Full Write) Response:*** These item types ask students to produce essays.
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> > -***Constructed/Equation Response:*** This item type asks students to create equations or explanations for their responses.
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> -***Embedded Accessibility Option:*** This is a tool or support that is provided for students within the online delivery system such as a highlighter or American Sign Language videos. Please refer to Michigan's accommodations table for more information related to allowable accessibility options.
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> -***Non-Embedded Accessibility Option:*** This is a tool or support that is provided for students outside of the online delivery system such as a scribe or scratch paper. Please refer to Michigan's accommodations table for more information related to allowable accessibility options.

Qualifications for Scribes:

- The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.

- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.

- Scribes should have extensive practice and training in accordance with Michigan's administration and security policies and procedures as articulated in Michigan's test administration manuals, guidelines, and related documentation.

Preparation:

- Scribes should read and sign Michigan's test security/confidentiality agreement prior to test administration.

- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers.

- Scribes and test administrators should be familiar with the content of the student's Individualized Education Program (IEP) or 504 Plan surrounding the use of a scribe as an accommodation if the student for whom they are scribing has a disability.

- Test administrators should be familiar with the content of the student's Individualized Education Program (IEP) or 504 Plan if the student for whom they are scribing has a disability so that there are plans in place for providing all needed designated supports and accommodations.

- Scribes should also have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available.

- Scribes should review the Scribing Protocol for the student at least one to two days prior to the test event.

- Scribes should practice the scribing process with the student at least once prior to the scribing session.

General Guidelines:

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test-takers, or inadvertently reveal the student's answers.

- If not in a separate setting, the scribe should be situated near enough to the student to prevent their conversations from reaching other students in the room.

- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the available embedded and non-embedded tools available for a given item and student.

- For computer-based administrations, scribes are expected to comply with student requests regarding use of all available features within the test environment.

- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.).

- Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.

- Scribes may ask the student to restate words or parts as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.

- Scribes may not question or correct student choices, alert students to errors or mistakes, prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way, and must record exactly what the student has dictated.

- Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.

Post-Administration Procedures for All Assessments

- The scribe will submit online or paper-based student responses and collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with Michigan's state policies and procedures.

English Language Arts: M-STEP and MI-Access Functional Independence (FI)

Selected Response Items (Single and Multiple Answer)

- The student must point to or otherwise indicate his/her selection(s) from the options provided.
- Scribes are expected to comply with student directions regarding screen and test navigation and use of test platform features available for a given item.
- The student will confirm the selected answer and indicate to the scribe when he/she is ready to move to the next item.

Constructed Response Items (Short-Text)

- The scribe will write verbatim student responses on paper or on screen in an area occluded from other students' view.
- The scribe will spell all content specific words/academic vocabulary as dictated.
- The scribe will not capitalize words or punctuate text.
- The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., *than* and *then*; *to*, *two*, and *too*; *there*, *their*, and *they're*.
- The student will proofread to add punctuation, capitalization, spacing, and make other edits.
- The scribe will make student requested changes, even if incorrect.
- The student will confirm the fidelity of the response.
- The student will indicate to the scribe when he/she is ready to move to the next item.

Constructed Response - Long Essay (Full-Write)

- The scribe will write verbatim student responses on paper or on screen in an area occluded from other students' view.
- The scribe will spell all words as dictated.
- The scribe will not capitalize words or punctuate text.
- The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., *than* and *then*; *to*, *two*, and *too*; *there*, *their*, and *they're*.
- The student will proofread to add punctuation, capitalization, spacing, and other edits.
- The scribe will make student requested changes, even if incorrect.
- The student will confirm the fidelity of the response.
- The student will indicate to the scribe when he/she is ready to move to the next item.

- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.

Mathematics: M-STEP and MI-Access Functional Independence (FI)

Selected Response Items (Single and Multiple Answer)

- The student must point to or otherwise indicate his/her selection from the options provided.
- The scribe will comply with student directions, including requests regarding screen and test navigation and use of test platform features available for the question.
- The student will confirm his/her selections and indicate to the scribe when he/she is ready to move to the next item.
- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.

Constructed/Equation Response Items

- The student must point or otherwise direct the scribe in developing his/her response.
- The scribe will input student work directly onscreen and in view of the student.
- For responses requiring equations, the student must specify where to place figures and operands.
- For responses requiring text, the scribe will spell all content area words/academic vocabulary as dictated and conform to standard writing conventions.
- For responses requiring text, the student will proofread to add punctuation, capitalization, spacing, and other edits.
- The scribe will make student requested changes, even if incorrect.
- The student will confirm the fidelity of the response.
- The student will indicate to the scribe when he/she is ready to move to the next item.

Science and Social Studies: M-STEP and MI-Access Functional Independence (FI)

Selected Response Items (Single and Multiple Answer)

- The student must point to or otherwise indicate his/her selection from the options provided.
- The scribe will comply with student directions, including requests regarding screen and test navigation and use of test platform features available for the question.
- The student will confirm his/her selections and indicate to the scribe when he/she is ready to move to the next item.
- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.

English Language Development (ELD) for English Learners (ELs): WIDA W-APT, ACCESS for ELLs, and Alternate ACCESS for ELLs

Students receiving the scribe accommodation may respond to assessment items either:

- Verbally,
- using a dedicated augmentative and alternative communication system, such as a picture/symbol system,
- signing (e.g., American Sign Language, signed English, Cued Speech), or
- gesturing/pointing.

For ELs taking the computer-based ACCESS 2.0, it is advisable for the adult test administrator to keyboard the student's responses onscreen directly into the student's computer.

Scribing must take place as the student dictates or otherwise produces the response. If requested by the student, the scribe may read the scribed response back to the student. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All edits must be made and all responses transcribed onto the paper-based test or on the computer screen during the test session. For constructed responses, the student is responsible for all capitalization and punctuation by verbally instructing the scribe what letters are capitalized and where to add punctuation.

The following scribing practices are acceptable:

- The scribe may ask "Are you finished?" or "Is there anything you want to add or delete?"
- The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate "No."

- If the student requests that the scribe read a response that was already dictated, the scribe must read what the student dictated previously, being careful not to cue the student to errors.

The following scribing practices are unacceptable:

- The scribe cannot influence the student's response in any way;
- The scribe cannot coach the student by giving specific directions, clues, or prompts;
- The scribe cannot tell the student if his/her answer is correct or incorrect, or alert the student to mistakes he/she made;
- The scribe may not answer a student's questions related to the content (e.g., "Can you tell me what this word means?")
- The scribe may not suggest that the student write more or go back and check the responses.

Individuals who provide the scribe accommodation to a student must be trained by the school or district on test administration procedures and security requirements prior to testing.

References

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